DOCUMENT RESUME

ED 083 171 SP 006 962

AUTHOR Stein, Julian U.
TITLE Quarterly Report. Information and Research Utilization Center in Physical Education and Recreation for the Handicapped, March 30, 1973-June 29, 1973.
INSTITUTION American Association for Health, Physical Education, and Recreation, Washington, D.C.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE 73
GRANT OEG-0-72-5454-233563
NOTE 38p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Annual Reports; Data Collection; *Documentation; *Educational Economics; Educational Facilities; *Financial Policy; Handicapped; Physical Education; Program Descriptions; Recreation

ABSTRACT

Although this is technically and officially the quarterly report of The Information and Reseach Utilization Center in Physical Education and Recreation for the Handicapped, its approach and emphasis are designed to a) analyze and evaluate activities and progress of the first 11 months; b) analyze recommendations made by the Central Advisory Committee; c) project general and specific plans for the coming year; and d) present trends, issues, and problems that have been identified. (Author)

ED 083171

SP

June 29, 1973

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

M E M O R A N D U M

TO: Melville J. Appell,
Project Director

FROM: Julian U. Stein, Director
Information and Research Utilization
Center in Physical Education and
Recreation for the Handicapped

SUBJECT: Quarterly Report, OEG-0-72-5454, Information and Research Utilization Center in Physical Education and Recreation for the Handicapped, March 30,1973 - June 29, 1973

Although this is technically and officially the fourth quarterly report of The Information and Research Utilization Center in Physical Education and Recreation for the Handicapped, approach and emphasis have been designed to--

- Analyze and evaluate activities and progress of the first eleven months of operation in terms of stipulations delineated in the approved proposal.
- Analyze and evaluate recommendations made by the Center Advisory Committee in terms of implementation.
- Project general and specific plans of the coming year to fulfill the charge of the Center as delineated in the approved proposal and supplemented through recommendations of the Advisory Committee.
- Present trends, issues, and problems that have been identified in the areas of concern during the first eleven months of operation.

During the eleven month period a largely part-time staff planned and implemented several specific,different, but extremely important and related tasks--

- Developed, administrative structure, operational procedures, staffing patterns, and ancillary services to insure smooth, efficient, and effective function of the Center both internally and in external relationships with other organizations, agencies, and associations.

SP 006 962

FILMED FROM BEST AVAILABLE COPY

- Initiated contacts with various national, regional, state, and local organizations, agencies, and associations to inform them of the Center and its plans, directions, and concerns; to obtain their input, support, cooperation, and involvement; and to stimulate and promote optimum interdisciplinary/multiagency interaction, cooperation, coordination, and working relationships.

- Performed the major purpose of the Center as a demonstration project to collect, categorize, describe, interpret, package/repackage, and disseminate information about materials, methods, activities, on-going programs, promising practices, research, and demonstration in adapted physical education and in therapeutic recreation--i.e., all aspects of physical education, recreation, and related areas for impaired, disabled, and handicapped persons.

ACTIVITIES AND PROGRESS

This section deals with specific activities and efforts during this eleven month period that were designed to fulfill the charge and attain major purposes of the Center as delineated in the approved proposal. Although this section is presented in considerable detail, listed activities are representative and not intended to be exhaustive. Categories into which specific activities have been grouped are closely related and not mutually exclusive; many activities have been and will continue to be used for different purposes in accomplishing closely related functions of the Center.

Collecting information, materials, and data about all aspects of physical education, recreation, camping, outdoor education, aquatics/swimming, sports/athletics, perceptual-motor development, arts and crafts, music, dramatics, and related areas involving impaired, disabled, and handicapped persons is the basis and foundation for all aspects of Center operation and function. Obviously processes and procedures involved in collecting data are to receive much emphasis and continual attention throughout operation of the Center. A great deal of emphasis has been placed upon obtaining information about and materials from on-going programs and activities at grass roots levels. Data are also being gathered about resource people, research, audiovisual materials, funded projects, demonstration efforts, publications, unpublished materials, and professional development activities from a variety of sources, situations, and circumstances. Specific ways in which information and materials have been gathered include--

- Fliers and Basic Questionnaires were sent to key leadership personnel representing interested and involved organizations, agencies, and associations including federal, state, and local governmental structures, civic and service groups, voluntary and parent organizations, professional associations, colleges/universities, and special interest groups; distributed at

conferences, conventions, workshops, institutes, seminars, meetings, classes, in-service programs, orientation sessions, and pre-service activities of many of these same organizations and agencies; included as part of hand-out materials at displays and exhibits at conventions of several national associations; sent with all correspondence, routine inquiries, and other requests addressed to the AAHPER Unit on Programs for the Handicapped and/or the Information and Research Utilization Center in Physical Education and Recreation for the Handicapped. Information from these questionnaires is constantly being monitored and followed-up in terms of on-going programs, resource persons, completed and needed research, and needs/issues/concerns/priorities/problems.

- State Surveys to obtain systematically detailed information about programs, activities, methods/techniques, facilities, research, equipment, legislation, training opportunities, professional preparation programs, and resource persons are in various stages of implementation in fifteen states and Washington, D.C. Plans and contacts have been initiated to obtain similar information from additional states during second and/or third years of operation.

- Search of files, reports, and other materials used and accumulated by the AAHPER Unit on Programs for the Handicapped during some eight years of operation has provided much pertinent and relevant information, materials, and contacts.

- Review of reports from special projects, research-demonstration activities, and related programs sponsored by public schools, residential facilities, day care centers, recreation departments, park boards, hospitals, clinics, service/civic groups, parents associations, and other organizations has provided useful and beneficial information, materials, and contacts.

- Review reports of funded projects from such programs as Elementary and Secondary School Act (Titles I, III, and VI), Bureau of Education for the Handicapped, Hospital Improvement Program, National Institute of Mental Health has provided information about projects dealing totally or in part with training, research, and/or demonstration in physical education, recreation, and/or related areas for impaired, disabled, or handicapped persons.

- Review of books, journal articles, newsletters, research reports, theses, dissertations, and related types of published and unpublished materials, including the Congressional Record, has provided listings, information, and other appropriate materials.

- Direct and indirect input from other collecting/retrieval/dissemination centers, systems, and networks such as Educational Information

Resource Center Clearinghouses, Special Education Instructional Materials Centers, Therapeutic Recreation Information Center, and health, physical education, and recreation. Microfiche Publications has been extremely helpful in giving direction to Center collection activities to avoid unnecessary duplication of efforts and to increase ways in which these activities complement and supplement each other.

- Information and materials from letters, other correspondence, and requests sent voluntarily or solicited by Center staff have provided leads and data about programs, activities, and other resources that otherwise would have gone unnoticed and untapped.

- Personal Contacts through visits, telephone calls, and other communications have provided important input information and materials for Center use and follow-up.

- Review of films, slides, and other graphic presentations about specific programs and activities has provided direct and indirect information and materials about efforts and projects of many types and descriptions.

- Staff involvement in workshops, institutes, seminars, and other training, orientation, and professional development programs and activities has been an important way of obtaining input about on-going programs, activities, and resource persons.

- Information and materials obtained and/or gleaned from programs, sessions, exhibits, and displays at conventions, conferences, and other meetings at national, regional, district, or state levels have provided valuable data and contacts not found through other collection methods or sources.

- Visits to other collection/retrieval/dissemination centers, systems, and networks and to on-going programs have provided opportunities for first hand involvement, observation, direct and indirect input about procedures, techniques, activities, methods, and operations to apply, adapt, and use in Center operation and activities.

Categorizing, describing, interpreting, and packaging/repackaging information and materials are so closely interrelated that they are discussed together in this section; procedures and processes for each of these areas are basically the same. Application and use of data to improve and enrich programs, activities, and opportunities for impaired, disabled, and handicapped consumers through active participation in physical education, motor, and recreational activities are ultimate goals for materials, activities, and efforts. Consideration and important recognition are given to such questions as how, by whom, for whom, and why are materials to be used--what is the target population? Input, guidance, and direction are constantly obtained from members of the Center staff, representatives of the Adivsory Committee, special consultants,

personnel in the field, and consumers to determine how materials and their proposed use help meet needs, attack problems, deal with issues, alleviate concerns, and satisfy priorities of persons being served. Diverse interests, variations in programs, differences in background, experience, and sophistication of persons in the field, and the individual nature of populations served create many priorities in the areas of concern. In fact, different levels of the same organization often have divergent priorities. It is difficult if not impossible to satisfy all groups and individuals and to meet needs and priorities of all.

Since no program, activity, or Center can be all things to all people, priorities of this Center are determined by what provides the greatest good for the greatest number. A basic criterion for reviewing programs, activities, and materials to determine disposition is appropriateness, applicability, and worthwhileness for others in the field. Programs and specific activities within programs are evaluated on the basis of their worthiness for others to visit and observe; no comparisons are made to standards or other programs. Information about programs, activities, and resource people is being emphasized as a basis for a cadre of resources others can use as they initiate, develop, expand, or enrich their own programs.

Conditions of the grant make it necessary to concentrate on printed materials as the major means of packaging/repackaging activities. Materials can be packaged/repackaged for dissemination in one of several ways--

- Purchase for distribution.
- Reproduce in toto.
- Reproduce selected sections.
- Combine with selected items from other materials as listings of helpful hints, promising practices, successful methods, and/or exciting approaches for specific target groups or special populations.
- Abstract, summarize, or annotate for distribution.

Specific ways in which information and materials have been packaged/repackaged include--

- Information sheets and bibliographies deal with various conditions, specific activities, and related areas of specialized interest. Information sheets include listings of books, articles, research reports, other printed materials, films and other audiovisual items, resource personnel, interested and involved organizations/agencies /associations, appropriate newsletters, and journals, and a basic consideration for individuals or groups planning, enriching, or expanding programs. Information sheets usually contain summaries,

annotations, or abstracts of listed materials.

- Abstracts, summaries, and/or annotations of books, reports, research studies, and other printed materials include descriptors so they can be incorporated into existing computer collection/retrieval/dissemination centers, systems, or networks as well as into manual, card, file, or library systems.

- Materials Folders have been developed and are now being processed for distribution. Folders deal with areas such as Handicapping Conditions--e.g., mental retardation, visual impairments, emotional disturbance, learning disabilities, asthma, cerebral palsy, orthopedic problems; Activities--e.g., camping/outdoor recreation, aquatics/swimming, wheelchair sports, arts and crafts, music, dramatics, competitive athletics; Areas--e.g., professional preparation, program philosophy, research, physical education/adapted physical education, recreation/therapeutic recreation, facilities/equipment. Each folder contains articles, reprints, information sheets, bibliographies, and other pertinent materials along with an introductory summary statement about each item. Abstracts and descriptors that can be used in computer and/or manual systems have been developed for each folder. A simple coding procedure makes it easy to add new materials to any folder; additional materials folders are to be developed to expand the impact of the original twenty.

- Publications, reports, and other appropriate printed materials deal with high priority areas and demand topics; these have been developed for distribution to key leadership personnel and representatives of involved organizations and associations.

- Guides and reports of specific projects have been developed according to specifications within the proposal--i.e., source book on existing collection/retrieval/dissemination centers, systems, and networks--and to meet high priority needs of personnel in the field--i.e., guides on financial assistance and program support; guides on homemade equipment, innovative ideas, and inexpensive creative substitutions.

- Demonstration sessions and other active participation activities in national, regional/district, state, and local level programs of different organizations and associations provide another avenue to present materials through actual use with populations for which they have been designed.

- Announcements, articles in journals, newsletters, and other periodicals, and reprints of materials provide another important means of presenting information and materials to different consumer populations and to specific target groups.

Procedures have been planned and partially instituted to screen, review, catalogue, file, and ready appropriate incoming information for updating various materials packaged/repackaged by the Center. This will be an increasingly important consideration and process as larger quantities of information and materials are obtained during the second and third years of operation. Only in this way can information provided through the Center be current, relevant, and contribute significantly to progress in the areas of concern.

Disseminating information and materials emphasizes demonstration aspects of Center operation. Procedures have been established for direct and automatic distribution of materials to key collection/retrieval/dissemination centers, systems, and networks, as well as to involved organizations/associations/agencies, colleges/universities, federal/state/local governmental units including state departments of education, and to professional groups. In the future individual requests will be referred to these other agencies and groups; Center staff, facilities, and resources will always serve as a back-up for complex and difficult requests that these other centers and groups are not equipped to handle in terms of materials and/or personnel. Conversely the Center will refer specific requests it cannot handle to centers, systems, networks, and groups specializing in the particular area of concern. Reaction and response to this cooperative/coordinated approach have been extremely positive and optimistic, and it has been well received by representatives and staffs of many groups that are to be intimately involved in the process. Materials will be sent to specific target groups according to their needs, requests, and priorities.

Specific ways in which information and materials have been disseminated include--

- Master mailing list has been developed and is constantly supplemented so select mailings can be made to national, regional/district, state, and/or local organizations, agencies, or associations interested and involved in any aspect of physical education and/or recreation programs and activities for impaired, disabled, and handicapped persons. The mailing list includes special sections for Presidential Committees; colleges/universities with offerings in physical education, adapted physical education, recreation, therapeutic recreation, and/or special education; research specialists; international groups; and key leadership personnel.

- Select mailings of information and/or specific materials developed and/or distributed by the Center have been made to various target groups and consumer populations. Publications dealing with priority concerns, abstracts of these and other pertinent publications, and reports of special projects developed by Center staff and/or consultants have been a part of select mailings. As a means of improving communication and reducing or eliminating unnecessary duplication of effort, the Center indicates, on each specific item, all recipients of that item.

- Individual requests and inquiries received by mail, telephone, and personal contact have been handled according to the specific nature of each. However, as previously discussed, routine requests in the future will be referred to centers/systems/networks, organizations/associations/agencies, and colleges/universities that have been supplied Center materials; these key groups will have materials continually updated. Individuals making general or specific requests to the Center will be given guidance in identifying particular items and the sources from which they can be obtained. The back-up function of the Information and Research Utilization Center is not inconsistent or in conflict with this procedure; rather, it provides a coordinated continuation of services.

- Sessions at conferences, conventions, workshops, meetings, seminars, institutes, symposia, orientation programs, in-service and/or pre-service activities have been utilized to let people know about the Center, its program, and activities, and to disseminate information and materials gathered and/or packaged/repackaged. Demonstration and/or participation sessions in many of these programs have been used to show what others are doing, and to provide opportunities for application of methods, activities, and techniques. This approach continues to be one of increasing demand and is exceptionally well received by personnel in the field, especially when activities and/or methods can be applied directly in programs immediately upon return home.

- Displays, and exhibits at conventions of national associations have given additional exposure to the Center. They have enabled staff to obtain input and reactions from personnel in the field, and to disseminate specific information and certain materials to select target groups. Communication, public relations, and educational values of these activities cannot be overemphasized.

- Special sessions on radio and television, although few in number, have been effective in publicizing the Center, in letting the general public know about staff findings, and in providing direct information and materials about programs and activities in the areas of concern.

IMPLEMENTATION OF ADVISORY COMMITTEE RECOMMENDATIONS

This section provides information about implementation of recommendations made by the Advisory Committee at its initial meeting in September 1972. Analysis and evaluation are presented in terms of specific recommendations delineated in the minutes of this meeting. Implementation during the ten month period since the Advisory Committee Meeting and for the coming year are both included. Each of these recommendations is discussed in terms of the basic charge and overall objectives of the Center as delineated in the

approved proposal--

- Collect, categorize, describe, interpret, and disseminate information and materials about various aspects of adapted physical education and therapeutic recreation programs. Information deals with materials, methods, activities, on-going programs, promising practices, and demonstration efforts.

- Serve as a research utilization center for adapted physical education and therapeutic recreation programs with particular emphasis on putting theoretical, basic, experimental, and applied research findings into practical operation. Specific considerationsare given to collecting, evaluating, interpreting, and disseminating research information and findings, and in categorizing studies so results can be valuable and usable by all publics served by the Center.

PERSONNEL

1. RECOMMENDATION:

Hire graduate students in the Washington, D.C. area specializing in adapted physical education and/or therapeutic recreation on a part-time basis in conjunction with their college/university and/or work/study program for specific Center Projects and activities.

ACTION 1972-73:

NOTE: Dolores Geddes is to start as full-time Research Program Associate July 2. A full-time Materials Assistant is to be hired and will start on the job by August 1 if at all possible.

Hired four students specializing in adapted physical education or therapeutic recreation in graduate program at George Washington University to do specific projects, to participate in special studies and/or surveys, to assist in Virginia, Maryland, and Washington, D.C. surveys of programs, activities, and resource people, and to take part in other assigned Center activities and projects.

PLANS 1973-74:

Continue to use graduate students from the program at George Washington University during the coming year. Approach and emphasis will be slightly different than during the past eleven months since needs of the Center have changed--new students will be involved only in specific Center projects and activities and not have as much general involvement as the first group.

2. RECOMMENDATION:

Make arrangements with students and/or colleges/universities in other geographical areas for specific projects related to collecting, assimilating and reporting data about on-going programs, personnel resources, research, and materials in selected states.

ACTION 1972-73:

Worked with personnel and students from other colleges and universities having Bureau of Education for the handicapped training programs or Projects in adapted physical education or in therapeutic recreation to collect information about programs, activities, and resource people in certain states.

Made arrangements with personnel from various organizations and agencies--i.e., state departments of education and associations for retarded children--to assist in collecting, assimilating, and reporting data about programs, activities, and resource people in certain states.

PLANS 1973-74:

Continue to use personnel from various organizations, agencies, and institutions in other geographical areas to assist with specific projects and activities related to collecting, assimilating, and reporting data from selected states.

3. RECOMMENDATION:

Use specialized consultants and other selected persons for special projects and activities.

ACTION 1972-73:

Used at least two special consultants to assist with specific projects in line with their respective competencies and expertise.

Obtained input, guidance, direction, and assistance from a variety of professional personnel who were interested in serving and assisting with general and/or specific projects and activities in the areas of concern.

PLANS 1973-74:

Continue to use special consultants and other selected personnel for special projects and activities.

ADVISORY COMMITTEE

1. RECOMMENDATION:

Make future contact with the Advisory Committee by various means: LETTER, TELEPHONE, INDIVIDUAL VISITS, PARTIAL COMMITTEE MEETINGS, and additional SCHEDULED MEETINGS of the entire committee depending upon budget limitations and restrictions.

ACTION 1972-73:

Maintained contact with the Advisory Committee via all procedures delineated. In addition to meeting with individual members on several occasions during visits to different parts of the country, a partial committee meeting was held during the AAHPER National Convention in Minneapolis in April, and a meeting of the entire committee conducted (although three members did not attend) in Washington, D.C., during late May. Materials, quarterly reports, and other communications were sent on a regular basis to members of the Advisory Committee.

PLANS 1973-74:

Increase contact with Advisory Committee through scheduled conference telephone call meetings, additional face-to-face meetings, especially when members attend the same conferences or meetings, and through regular mail communications.

2. RECOMMENDATION:

Consider addition of consumer(s) to the Advisory Committee.

ACTION 1972-73:

Recommended that a consumer be considered as replacement for Dolores Geddes on the Advisory Committee when she becomes associated with the staff as Research/Program Associate on July 2.

NOTE: Dave Park, Executive Secretary of the National Therapeutic Recreation Society, is to replace Dolores Geddes of the Advisory Committee as of July 2.

PLANS 1973-74:

Continue to recommend and press-for consumer additions to the Advisory Committee as regular or ex-officio members and/or as consultants for special projects.

INTERAGENCY COOPERATION

1. RECOMMENDATION:

Contact colleges/universities with Bureau of Education for the Handicapped training grants in physical education and/or recreation to obtain assistance in specific Center activities and/or in implementation of selected projects.

ACTION 1972-73:

Contacted all of these colleges/universities regarding cooperative activities and specific ways in which these institutions and the Center could work together in behalf of personnel serving impaired, disabled, and handicapped participants through physical education and/or recreation programs. Response to these contacts was sparse and extremely disappointing.

Contacted personnel from selected colleges/universities about coordinating surveys of programs, activities, and resource people in their respective states.

PLANS 1973-74

Continue to contact and invite personnel from these as well as other colleges/universities with programs in the areas of concern to participate in and cooperate with the Center in specific projects and special activities.

2. RECOMMENDATION:

Contact Rehabilitation Services Administration, Utilization of Research Branch, about projects, activities, and procedures that have implication for and application to the Center.

ACTION 1972-73:

Obtained information about projects dealing with any aspect of physical education and/or recreation and/or related areas in projects funded through Hospital Improvement Program, Rehabilitation Services Administration.

PLANS 1973-74:

Increase contact with Rehabilitation Services Administration, Utilization of Research Branch, and other appropriate structures, to obtain additional information about programs, projects, and activities in the areas of concern.

3. RECOMMENDATION:

Contact various foundations, centers, and other selected groups about possibilities of obtaining short-term loans for specific Center activities, projects, and efforts.

ACTION 1972-73:

Developed a special guide on program support and financial assistance available from foundations for programs and activities in physical education and/or recreation for impaired, disabled, and handicapped persons.

Took no specific action on pursuing additional funds for Center operation activities, projects and efforts from these sources. However, an exploratory letter for--this purpose was submitted to the Project Officer at BEH in early June.

PLANS 1973-74:

Consider possibilities of seeking additional funds from various foundations, centers, and other appropriate groups.

4. RECOMMENDATION:

Contact the Advertising Council about ways this group can assist Center and its efforts and activities to promote and improve public awareness and information about role and contributions of physical education, recreation, and related areas in programs for impaired, disabled, and handicapped persons.

ACTION 1972-73:

Made no contact with the Advertising Council during this period.

PLANS 1973-74:

Make contact with the Advertising Council to determine possibilities of obtaining its support in activities and efforts to promote and improve public awareness about the importance of physical education and recreation for impaired, disabled, and handicapped persons.

Expand total public relations/public education efforts through contacts with national and local television, radio, newspapers, and existing projects such as the AAHPER Physical Education Public Information Project.

5. RECOMMENDATION:

Contact consumer groups at community, professional, organizational, and advocate levels for input, guidance, direction, and support of Center and its activities.

ACTION 1972-73:

Initiated, followed-up, and maintained contact with a wide variety of groups at all levels to develop continuous two-way communication so information and materials flow from the Center to these organizations and agencies, and information about problems, issues, concerns, needs, and priorities flow from these organizations and agencies to the Center.

PLANS 1973-74:

Intensify contact with all interested and involved groups to use the established network for better two-way communication.

6. RECOMMENDATION.

Consider developing a network of exhibit centers as links to and extensions of the Center through funded and non-funded college/university programs, professional associations, special interest groups, and other involved organizations.

ACTION 1972-73:

Made contact with colleges/universities with Bureau of Education for the Handicapped training programs in physical education and/or recreation about developing this network. Although response was sparse and extremely disappointing, information and materials are being sent to all colleges and universities with professional preparation programs in physical education, recreation, and/or special education for this and/or other use as each feels appropriate. Contacts are being maintained with individual colleges, departments, or divisions in each area at all of these institutions.

PLANS 1973-74:

Continue to send information and materials to colleges/universities with professional preparation programs in physical education, recreation, and/or special education encouraging them to establish procedures whereby those they serve can derive full benefit of Center materials and services. Suggestions will continue to be made to consider developing exhibits at these institutions for students, staff, and interested persons from the community.

Contact all colleges/universities with physical education, recreation, and/or special education departments/divisions about the Center, its functions, programs, and efforts to encourage and promote better two-way communication. Special emphasis will be placed on regular exchange of information and materials about research projects of all types.

PROGRAM OPERATIONS

1. RECOMMENDATION:

Consider developing slide and/or filmstrip presentations on the Center, its activities, and how to obtain services from and use the Center.

ACTION 1972-73:

Developed a variety of printed materials about the Center, its functions, activities, and services, but did not consider slide and/or filmstrip presentations because of Grant terms and conditions that prohibit developing audiovisual materials.

PLANS 1973-74:

Review, refine, and expand procedures for providing information about the Center, its activities, and how to obtain services to determine additional ways to let various target groups become and remain aware of this project. A special brochure is being developed to replace the flier and basic questionnaire used during this eleven month period. Need for and use of audiovisual materials will be reviewed and if felt feasible and necessary, a special request for permission to develop slide and/or filmstrip presentations will be forwarded to appropriate personnel at the Bureau of Education for the Handicapped through the Project Officer.

2. RECOMMENDATION:

Develop forms, procedures, and internal systems for collecting, recording, filing, and using information and materials obtained through the Center and its activities.

ACTION 1972-73:

Developed various forms, internal systems, and cataloguing procedures for collecting, recording, filing, and using information and materials obtained through the Center and its activities. Several of these forms have been used by personnel in other parts of the country in conducting surveys and gathering information and materials at state and/or local levels.

PLANS 1973-74:

Continue to review forms and their use to determine the most effective and efficient ways to retrieve, package/repackage, and disseminate this information. A master coding system is being developed for computer use to provide staff faster and more accurate access to all materials collected and stored at the Center. This is being developed so information and materials can be listed according to activities, conditions, type and use, and place of storage.

Review and revise certain forms--e.g., Program, Personnel Resources, College/University--so they can be used more effectively in gathering information and materials through state surveys and in obtaining, input about on-going programs, activities, and resource persons.

3. RECOMMENDATIONS:

Differentiate more distinctly and definitively physical education and recreation in activities, efforts, information, and materials about, of, and from Center.

ACTION 1972-73:

Provided information and materials in terms of needs, concerns, and requests of specific target groups. While some groups do delineate and differentiate between physical education and recreation, the majority are concerned with activities, approaches, procedures, and techniques that can be used effectively with the groups each serves. Increasing numbers of schools, schools systems, residential facilities, and day care centers use both physical and recreational activities for various educational and learning purposes. Activities, efforts, information, and materials about, of, and from the Center are approached in functional ways that can be used easily, effectively, and efficiently by personnel in the field. Because of this demand, there has not been clear distinction and differentiation between physical education and recreation.

PLANS 1973-74:

Continue to review and consider both differences and similarities between education and recreation, adapted physical education and therapeutic recreation to determine ways in which activities, efforts, information, and materials about, of, and from the Center can be approached to provide the greatest good for the greatest number. With trends and directions for programs, activities, and efforts in all areas stressing interdisciplinary cooperation and multiagency coordination, greater emphasis needs to be placed upon program/area similarities rather than differences and upon persons served not service modalities. Underlying implications, and philosphical principles inherent in apparent differences need careful thought, astute consideration, and unemotional action so both physical education and recreation can best serve the interests of persons both disciplines are dedicated to serve.

4. RECOMMENDATION:

Develop and implement procedures to keep information sheets and program materials current, pertinent, and relevant.

ACTION 1972-73:

Planned, developed, and implemented, procedures so input information and data can be kept current and periodic updating of information sheets accomplished. This is done in part by maintaining running addenda for information sheets, special projects, and similar materials developed and distributed through the Center. Special requests and other inquiries can always be provided current and up-to-date information. This is an important aspect of review for developing statements on the state of the art in that evolving trends can be confirmed, modified, or changed according to current information.

PLANS 1973-74:

Review, refine, expand, and implement more fully procedures designed to keep materials and information current, pertinent, and relevant. As increasing amounts of information and materials are collected, greater attention will be needed and is planned for this aspect of the total operation.

5. RECOMMENDATION:

Obtain ERIC abstract forms and procedures to consider for Center use and operations to facilitate coordination and consistency with existing systems and networks.

ACTION 1972-73:

Visited various ERIC Clearinghouses, SEIMC Regional Centers, and other collection/retrieval/dissemination centers, systems, and networks to review their procedures and how information and materials developed and disseminated through the Center can fit into these operations. Valuable input has come from these groups, and procedures mutually agreed upon so efforts of the Center and these programs complement and supplement each other rather than duplicate and compete. Forms, procedures, descriptors, and other aspects of their operations have been obtained, reviewed, and many instituted as part of the Center operations.

PLANS 1973-74:

Continue to review forms and procedures of other centers, systems, and networks with which the Center Cooperates so output information and materials can be consistent. Abstracts and other printed materials are evaluated in terms of form and format as well as content to assist Center staff in developing materials that can be most easily assimilated into and used by other programs. Center staff members participate on various committees and in work groups of the SEIMC Network and of specific regional instructional materials centers.

Maintain closer contact and working relations with the Health, Physical Education, Recreation ERIC recently added to the Teacher Education Clearinghouse. Preliminary contact and discussion indicate the Center and this Clearinghouse can supplement and complement each others efforts for the mutual benefit of personnel in the field.

6. RECOMMENDATION:

Consider IBM self-marking cards for various survey, evaluation, and related activities of the Center.

ACTION 1972-73:

Made little or no progress relative to planning or implementing this recommendation.

PLANS 1973-74:

Review preliminary plans for survey, evaluation, and related activities to determine the most efficient and effective way to obtain this information. IBM self-marking cards, as well as approaches that can be implemented in various computer systems and/or processed by different machines will be considered.

EVALUATION

1. RECOMMENDATION:

Obtain feedback from Instructional Materials Centers, ERIC Clearninghouses, and other centers about requests for information and materials about physical education, recreation, and related areas prior to and after development of this Center.

ACTION 1972-73:

Contacted personnel at different centers and organizations about requests for information and materials concerning physical education, recreation, and related areas. Todate emphasis has concerned applicability and appropriateness of Center materials. Feedback has been extremely helpful in developing, packaging/repackaging materials, and in assigning descriptors. By supplying abstracts with materials, specific items are made available through these centers at least 100 percent faster than if abstracts were not provided.

Developed and implemented a system whereby everyone who contacts the AAHPER Unit on Programs for the Handicapped or the Information and Research Utilization Center is provided appropriate information about the regional IMC serving his area. Registration materials are coded so each of these centers can determine contacts and/or registrations made through this process.

PLANS 1973-74:

Maintain and extend contact and liaison with centers and other agencies served by the Center to obtain greater and more systematic feedback from their staffs and personnel they serve through formal and informal evaluations, personal contacts, telephone communications,

PLANS 1973-74: (cont.)

and reviews of records.

2. RECOMMENDATIONS:

Develop questionnaire regarding operation and use of existing collection/retrieval/dissemination centers, systems, and networks.

ACTION 1972-73:

Developed guide about existing collection/retrieval/dissemination centers, systems, and networks relevant to physical education and/or recreation in general and to adapted physical education and/or therapeutic recreation in particular. As part of the evaluation section of this guide a questionnaire is included to determine the extent each reader has been aware of and used services of these collection/retrieval/dissemination centers, systems, and networks.

PLANS 1973-74:

Review questionnaire in the guide about collection/retrieval/dissemination centers, systems, and networks for any necessary revisions. Survey individuals and groups not receiving this guide to compare their awareness and use of existing centers, systems, and networks with persons who received the guide.

3. RECOMMENDATION:

Develop criteria and guidelines to assist individuals and groups evaluate programs and procedures.

ACTION 1972-73:

Developed preliminary plans and procedures for evaluating specific programs, activities, and services of the Center. Other than special forms distributed to regional IMC's, no evaluation forms have been distributed in quantity during this eleven month period. Delaying evaluation of materials has been predicated upon the thought that individuals who receive these items will be in a better position to react, respond, and evaluate after they have had time and opportunities to use each item. Differential timing approaches and procedures in evaluation can be used to determine whether delayed or non-delayed procedures are more effective.

PLANS 1973-74:

Review, refine, expand, and implement evaluation procedures for all aspects of the Center and its operation. Specific criteria and guidelines will be considered to give direction and consistency to evaluation procedures.

4. RECOMMENDATION:

Establish, evaluate continually, and redirect priorities of the Center, its activities, and operation.

ACTION 1972-73:

Received input continually from personnel in the field about their problems, concerns, issues, and priorities to give direction to staff in planning, activities, projects, and efforts. Although some sectional differences have been noted major issues and priority concerns are rather consistent. This process is on-going so direction of the Center is aimed at meeting needs and satisfying demands of the greatest number of personnel in the field.

Review of procedures and practices of operation is done continuously by Center staff.

PLANS 1973-74:

Continue to obtain input from personnel in the field to determine their problems, issues, and concerns so projects, activities, and efforts continue to focus on priorities of greatest concern to a majority of people in the field. Staff review of operational procedures supplement and complement external evaluation efforts.

5. RECOMMENDATION:

Consider key questions for which answers must be continually sought such as:

What is going on in the field?
What needs to be done?
What can be done with limited BEH funds?

ACTION 1972-73:

Continued to review, assimilate, analyze, and interpret input information to determine trends as a basis, for developing a definitive statement about the state of the art.

PLANS 1973-74:

Continue to review and analyze input information and materials in terms of their implication for a definitive statement regarding the state of the art.

6. RECOMMENDATION:

Recommend systematic procedures and techniques to obtain needed data, information, and materials.

ACTION 1972-73:

Planned and implemented procedures to insure a constant flow of information, materials, and data into the Center. Many of these procedures have been discussed in detail in the section of this report entitled Activities and Progress (pp. 2-8).

PLANS 1973-74:

Review procedures and processes continually so maximum information and materials about the areas of concern can be obtained.

7. RECOMMENDATION:

Develop follow-up evaluation forms, procedures, and techniques to determine how materials and services affect program and activities; how information and services are used, what is gained from materials, information, and services; access to and usability of contacts, resources, and groups; plans to change and use materials and information in programs.

ACTION 1972-73:

Incorporated follow-up and evaluation procedures delineated throughout this section of the report.

PLANS 1973-74:

Refine and implement fully evaluation procedures during the coming year; these procedures will receive high priority during 1973-74.

8. RECOMMENDATION:

Emphasize various processes and their evaluation in Center activities since it is primarily a demonstration project/activity.

ACTION 1972-73:

Continued to recognize the importance of and need for emphasizing the demonstration aspects of this project. Procedures have been considered, planned, and implemented to emphasize their demonstration qualities and their feasibility, effectiveness, and efficiency over other approaches. This aspect of Center operation continues to be a major priority.

PLANS 1973-74:

Continue to emphasize demonstration aspects of the Center. Specific consideration will be given to evaluating and comparing procedures and processes so feasible, efficient, and effective approaches regarding collection/retrieval/dissemination of information and materials about the areas of concern can be recommended.

DISSEMINATION

1. RECOMMENDATION:

Consider developing a newsletter regarding the Center, its services, activities, and projects to contribute to the central function of the Center.

ACTION 1972-73:

Used a variety of ways, including fliers, questionnaires, personal contact, convention/conference/meeting sessions, displays/exhibits at conventions/workshops, journal/periodical/newsletter articles, word-of-mouth, and letters to inform people about the Center, its activities, services, and projects. A specific newsletter was not developed during this eleven month period for a variety of reasons--priority, staff, funds, and question as to whether another newsletter is the most effective vehicle for these purposes because of the great amount of printed materials and existing newsletters in the areas of concern.

PLANS 1973-74:

Evaluate all aspects and activities involving public relations and dissemination activities to refine, improve, expand, and extend output about and from the Center. The possibility of a newsletter will be considered in terms of existing publications, budget, staff, impact, and related factors.

2. RECOMMENDATION:

Investigate possibilities of developing procedures to offer loans to other groups interested in developing and distributing materials in the areas of concern.

ACTION 1972-73:

Reviewed grant terms and conditions that prohibit making loans for purposes delineated. Amount of annual budgets and specific line

ACTION 1972-73 (cont.)

items make it highly unlikely that this procedure is possible and/or feasible.

PLANS 1973-74:

NONE

3. RECOMMENDATION:

Investigate possibilities of utilizing commercial groups for disseminating information and materials developed and packaged/repackaged by the Center.

ACTION 1972-73:

Reviewed grant terms and conditions that include procedures whereby materials developed through federal grants can obtain limited copyright and/or be sold. Direction and emphasis during the first year did not make it feasible to place a high priority on this recommendation.

PLANS 1973-74:

Continue to keep options open regarding use of commercial groups for disseminating information and materials developed and packaged/repackaged by the Center. It could be that this will be a consideration with greater potential for the third year of Center operation.

4. RECOMMENDATION:

Consider card file approach and/or loose leaf form as means of distributing information and materials.

ACTION 1972-73:

Reviewed and implemented approaches to packaging/repackaging and disseminating information and materials; most all guides and project materials have been done in loose leaf form to facilitate additions and revisions.

PLANS 1973-74:

Continue loose leaf form as means of disseminating information and materials because of its universal adapatability and applicability to existing programs in other centers, systems, and networks: adding to, revising, and/or updating materials is enhanced via this approach. Specific packaging/repackaging, processing, and production procedures are continually evaluated to obtain maximum efficiency and utilization of all Center resources.

PUBLIC INFORMATION

1. RECOMMENDATION:

Develop a Center brochure aimed at its consumers and specific target groups to be served; emphasize Center functions, purposes, operations, and procedures.

ACTION 1972-73:

Developed draft of a Center brochure but did not finalize it because of fluid condition of Center direction during early months of operation. A one page flier and basic questionnaire have been used in lieu of a formal brochure during this eleven month period.

PLANS 1973-74:

Develop specific and special Center brochure aimed at personnel in the field so involved individuals will be aware of the Center in terms of its functions, implications, and potential for their use. Materials are being reviewed and processed so the brochure can be completed and used in programs and activities within the first month or six weeks of the coming year. The brochure includes information about services and how to get materials, background information about the project, and a tear-off form that can be returned for services, materials, and specific information.

2. RECOMMENDATION:

Consider developing a theme and logo through which the Center can be identified in all of its materials, communications, activities, and efforts.

ACTION 1972-73:

Developed a logo with child at the center of understanding, involvement, appreciation, and action promoted through the triology of physical education, recreation, and special education.

PLANS 1973-74:

Use logo extensively in activities and on Center materials to increase identity and visibility.

3. RECOMMENDATION:

Develop press releases and other promotional/information items about the Center, Advisory Committee, and positions of Research and Materials Associates to be added to the Center Staff.

ACTION 1972-73:

Used flier as basic means of communication about Center, its program, activities, and efforts. Special materials were developed and circulated to different organizations, agencies, and associations about various aspects of Center operation and function.

Used quarterly reports as a means of communicating information about Center operation and function to key individuals and groups. Personal contact through visits to SEIMC's proved to be especially valuable in communicating about the Center.

PLANS 1973-74:

Place greater emphasis upon promotional activities to keep all publics served by the Center aware of its activities and efforts, and of persons involved in these programs and activities. Periodic news releases are being considered but degree of implementation will be influenced by total Center priorities, funds, staff, and related factors.

EVOLVING TRENDS

Although the Center has operated and functioned for only eleven months, with largely a part-time staff, and has been concerned with developing and refining operational procedures, a number of trends indicative of specific aspects of the state of the art have already been identified. At this point these statements should not be interpreted as definitive, but simply as evolving trends gleaned from diverse sources and various input materials. Further investigation and additional data will be obtained that will shed new light on many of these trends as Center staff continues to collect, review, analyze, and interpret information and materials. Some findings confirm previous research, empirical, and experiential results; others reveal new developments. A few problems have been solved and some needs satisfied; many questions that have been asked for some time still are not completely answered. In addition, paradoxes, inconsistencies, misconceptions, and confusing issues noted in many of the following statements contribute to often made generalizations and unsureness of ways to proceed.

- Various individuals use differing terms and interpretations when referring to the same characteristics, traits, concepts, and movement patterns. For example confusion exists in use and interpretation of such terms as adapted physical education, therapeutic recreation, perceptual-motor development, categorical/non-categorical, and even over the word handicapped itself. Conversely others use the same terms and interpretations when referring to entirely different characteristics, traits, concepts, movements and patterns. There is need for consistency in terminology and in its usage among personnel from different disciplines.

- Results of studies--experimental, action, basic, applied, formal, informal, descriptive, inferential research--can easily be found that present diametrically opposite findings, conclusions, and recommendations. Much research has been aimed at finding ways to incorporate all individuals with certain characteristics and traits into a given mold or program instead of identifying personal, social, emotional, physical, and related traits of individuals that make it more likely for each to succeed under certain circumstances and with specific methods, activities, and techniques.

- Growth and development are looked upon as very individual for each child, although youngsters who do not reach certain motor milestones, perform certain cognitive or academic skills, or attain specific concepts and proficiences by a given time are considered different, slow, or even retarded.

- The importance of individualizing instruction to meet each child's needs in terms of his special interests, abilities, and ways of learning are stressed, but those who need such individualized instruction and are unable to respond and function effectively to

regimented, group, class oriented activities and methods are labeled as different, difficult, deficient, or deviant.

- Attempts to identify behavioral characteristics, personal traits, and personality differences that make it more likely individual youngsters will respond effectively to specific activities, methods, procedures, or techniques are advocated, but activities, methods, procedures or techniques that can be used effectively with all youngsters are still sought.

- Play movement, motor activity, and physical proficiency are felt to be important prerequisites for sound growth and complete development, yet many early childhood education programs and projects continue to place increasing emphasis upon academic activities and cognitive development.

- Written philosophies of all schools recognize the highly individualized nature of the education process, but remedial programs, specific projects, and special efforts have to be established before individual needs of students are met through appropriate adaptations and modifications of activities, methods, procedures, and techniques.

- Interdisciplinary cooperation and multiagency teamwork are by-words of the day, yet many groups and individuals give little more than lip service to this concept.

- Relevance and accountability are concerns of educators at every level, but too few students or consumers are given opportunities to provide input into and evaluate programs that directly affect them; too few teachers/leaders are involved in activities and procedures for which they are held accountable; often inconsistencies abound between programs and ways in which progress is assessed.

- Understanding children, knowledge of growth and development patterns and sequences, and opportunities to observe, teach, lead, and know children without handicapping conditions are felt to be important prerequisites and form a basic foundation for those who work with youngsters who have various impairments, disabilities, or handicaps, yet earlier and earlier specialization is advocated by some persons involved in programs for special populations.

- More individualized attention through smaller teacher-pupil ratios is considered an important ingredient for programs involving special groups, but attempts to reduce these ratios through differential staffing patterns involving use of paraprofessionals, activity specialists, aides, attendants, and assistants are resisted by many individuals, groups, associations, and unions.

- Individuals with various physical, mental, emotional, social, or educational impairments, disabilities, or handicaps are said to be more like their peers and contemporaries than they are different so that discriminate integration is to be encouraged and activities provided to promote getting and keeping these populations in the mainstream of society, but separate and segregated programs continue to emphasize differences, deficiencies, disabilities, and deviations. There is need to plan and promote flexible procedures whereby individuals participate in separate programs and activities as needed and integrated ones when possible.

- Recent legislation enacted in California mandates school programs for all four year old children; similar legislation is being considered in New York State for three year old youngsters. Other states, many professional organizations, various volunteer agencies, and countless individuals champion the cause of starting all children in formal education programs at earlier and earlier ages despite comprehensive analyses that provide rationale and support to start children in formal education programs later, not earlier as in the current movement.

- Despite increasing programs and activities for impaired, disabled, and handicapped persons in both physical education and recreation, availability of positions has not been commensurate with increased training preparation programs and efforts. However in some school systems physical education specialists are being hired through special education divisions or departments. Some community recreation departments and local park boards are adding part or full-time personnel to plan, coordinate, administer, and/or supervise programs for special populations. Grant funds have enabled at least eight states to hire coordinators for physical education and/or recreation for persons with various handicapping conditions.

- Differences are evident among physical education, recreation, and special education at college/university and grass roots levels. Generally speaking, grass roots special educators are much involved in various aspects of physical education and recreation programs and activities and are demanding opportunities to improve their knowledge, understanding, and competencies in these areas. On the other hand, it is the unusual college/university special educator committed to or even really interested in the areas. Conversely, physical education and recreation personnel at the college/university level are involved in programs and activities for special populations while it is the unusual grass roots person so interested and involved.

- Generally speaking personnel who specialized in therapeutic recreation at the master's degree level are found in supervisory or administrative positions; individuals with training at the baccalaureate level can be found in either direct service or

supervisory/administrative positions. However, persons with parallel educational background in adapted physical education are most often found at the direct service level. Manpower trends and needs have to be noted and training programs aimed at preparing persons for future, not present or past needs.

- Research reports, empirical evidence, and subjective observations increasingly address themselves to transfer of learning or to the specific nature of motor and/or cognitive learning. There appears to be little middle ground in this controversy with people taking one position or the other. Since many activities, programs, and approaches are predicated upon one principle or the other, application of existing research, use of what is known, and additional analyses are needed to present definitive statements about transfer and specificity in the motor domain.

- A great deal of variation is found in program activity, level, quality, and sophistication among, between, and within states and localities. Despite these variations, there is still a tendency to generalize about programs and activities on the basis of geography.

- Divergence and even diametrically opposed goals, objectives, and priorities are evident at different levels--national, regional/district, state, local--of the same organization, agency, or association. Response to different priorities should not be interpreted as insensitivity to one level or another but rather programing according to majority needs. Such conditions should be expected and are indicative of different concerns and responsibilities of groups functioning at different levels.

- The amount of duplication of effort and activity in these areas is horrendous. Groups at all levels initiate programs, develop curriculum and/or program guides and related materials, and propose projects with little or no attention to what has already been done and is available--the wheel is rediscovered daily. Improved communication as a basis for disseminating information and materials about what is known is one of the most pressing, if not the most pressing, need in the field today. By utilizing what is known and available, opportunities, programs and activities in these areas can be improved substantially and significantly. This Center is dedicated to this task.

- Systematic and regular use of the mass media, especially television, is needed to improve public relations and to educate the public about the role and importance of physical education, recreation, and related areas in the lives of all impaired, disabled, and handicapped persons. Gaining support, understanding, and appreciation through the media have been effectively used to deal with other general and specific aspects of programing for impaired, disabled, and handicapped persons and are needed in these areas of concern.

- Increasingly physical, motor movement, recreational, and perceptual-motor activities are being used as part of academic readiness programs and to enhance cognitive function of children. However, sharp differences of opinion in research results, empirical evidence, and observational reports as to how and why such progress occurs and actual relationships between physical/motor/movement and cognitive/academic functions have been noted. These differences are related to such areas as transfer of learning, specificity of learning, and progressions in growth and development; more definitive cause and effect relations in these matters need to be determined. Relation of these same areas and activities to social development, emotional growth, leisure/recreation participation, and to vocational competence and productivity needs to be more fully investigated and assessed.

- Legislative authorizations in several states provide special funds and/or specific procedures whereby communities can obtain financial support for recreation programs involving impaired, disabled, and handicapped persons. This and similar information from other states needs wider dissemination as representative of what can and has been done through coordinated and cooperative efforts. Massachusetts, New Jersey, and Illinois are states in which special legislation in this area is now in effect.

- Cutbacks in overall federal spending, revenue sharing, and the general economy of the nation have implications for and are affecting programs and activities in the areas of concern. States, local communities, interested groups, and individuals continue to seek ways to obtain support and financial assistance to initiate, expand, or enrich programs in physical education, recreation, and related areas for impaired, disabled, and handicapped participants.

- Many reasons delineated in the proposal by which this project was approved and funded regarding involvement and effectiveness of existing collection/retrieval/dissemination centers, systems, and networks relative to physical education, recreation, and related areas have been confirmed. Key to their participation and involvement in these areas has been interest of directors and/or specific individuals in the respective center. Response to direction, approaches, services, and efforts of this Center has been extremely positive and optimistic by personnel at each of these centers. All indications are that this Center not only is encouraging and promoting greater activity in the areas of concern but is showing that planned interdisciplinary cooperation and multiagency coordination are desirable, feasible, and workable.

- To date materials received from and about Title III projects are general in nature and not indicative of worthiness for reproduction and distribution. Methods, procedures, practices, use of equipment, and program emphasis can be considered a identifiable components which might be found in generally accessible publications and available literature. Programs reported to be exemplary and innovative and which have been successful contain components which have been previously documented by research and practical application. New ideas and practices appear to be overshadowed by conventional approaches leaving conclusive thoughts that ingenuity, imagination, and ability to work with mentally and/or physically handicapped children and adults are inherrent qualities and cannot be measured or outlined in printed materials.

- Specific problems, concerns, and needs identified through input from basic questionnaire results include--

Program Area

1. Develop packaged materials of a practical and functional how-to-do-it nature for general program use as well as specific items for physical education, recreation/leisure, and camping/outdoor activities.

2. Deal with research findings, interpretation, application, and delineation of needs.

3. Obtain program support and financial assistance for day, residential, and home programs and activities.

4. Obtain information, materials, and assistance for programs and activities in which impaired, disabled, and handicapped persons participate in integrated situations.

5. Develop guidelines for developing general and/or specific curricula, programs, and activities for persons with various handicapping conditions.

Information and materials dealing with severely and profoundly mentally retarded persons and multiply handicapped individuals continue to be in great demand and of highest priority to persons in the field.

Administrative Concerns

1. Leadership (i.e., lack of staff, qualifications of personnel, differential staffing, volunteers, certification, competencies)

2. Program (i.e., needs, activities, quantity, quality, types)

3. Facilities (i.e., needs, adequacy, adaptations, standards)

4. Funding (i.e., needs, adequacy, amount, sources, additional)

5. Transportation (i.e., adequacy, types, coordination, liabilities)

Communications

1. Community/parent/school contacts and working together

2. Coordination of services among various groups

3. Interdisciplinary cooperation and multiagency coordination

4. Promotion of programs and activities through all possible avenues, especially mass media.

5. National clearinghouse to handle information, questions, and requests about physical education, recreation, and related areas for impaired, disabled, and handicapped participants.

Professional Preparation

1. Identify training programs and practicum/field/internship experiences as an integral part of these programs

2. Attend workshops sponsored by various groups that deal with general and/or specific topics in the areas of concern

3. Develop in-service programs and activities that enable personnel to gain and improve competencies important to attacking and solving their own programs.

4. Plan curriculum development activities for professional preparation training programs; need to approach this in terms of competencies rather than courses has been obvious

5. Identify demonstration programs to visit at college/university and grass roots

- Some levels of basic questions have been raised directly and indirectly through information collected and analyzed to date

- Does perceptual-motor activity relate to or extend basic stimulus-response principles?

- Do perceptual-motor activity and systems relate to or differ from neuromuscular principles and factors?

- To what extent are patterning (Doman-Delacato), controlling the output (Kephart), assistive therapy (physical therapists), reflexive therapy (corrective therapists), and kinesthesis (physical educators) similar? Different?

- To what extent does relatively independent function of right and left cerebral hemispheres and cerebellum control of coordination explain individuals who can perform certain activities, skills, and movement patterns well, but have difficulty performing other activities, skills, or movement patterns that are similar or identical ones on the other side of the body?

- What are relationships, similarities, and differences among patterning, perceptual-motor activity, movement education, and exploration of movement?

- From a neromuscular functional standpoint, what are differences/similarities between gross and fine motor acts? Is differentiation between gross and fine motor acts one of convenience and observation because evaluative instruments lack sufficient sensitivity to assess each accurately? To what extent is the principle that gross movements precede fine ones an overstated generalization?

- What are similarities and/or differences among movement activities conducted by physical educators, dance therapists, music therapists, occupational therapists, physical therapists, recreational therapists, corrective therapists, and optometrists?

- What effects do early specialization in specific activities such as Pop Warner football, bitty basketball, Little League baseball, age group swimming, special olympics, prodigy piano lessons, ballet, and other impositions of an adult society have in creating and promoting many of these conditions?

- To what extent does the philosophy if it's not academic it's not important have upon creating problems and situations among children who are not academically oriented or receptive to teaching modalities of a given teacher or specific school system?

- Does television, reduced play space, structured play areas with less emphasis upon creative play, exploration, and fun, and other characteristics of our modern twentieth century urban society affect overall child growth and development and contribute to learning problems and difficulties?

- What do results of physical fitness, motor performance, perceptual-motor, and related tests really mean and tell us? What generalizations, interpretations, and applications can be made from these instruments?

  Are enough attention and emphasis given to teacher/leader differences as factors influencing a participant's success in and enjoyment of the areas of concern?

- Does emphasis in many programs and activities involving persons with handicapping conditions need to be reviewed and reversed so abilities and potential--rather than disabilities and deficiencies--are major considerations?

- Are methods, activities, and techniques developed and effective in clinical situations being considered, adapted, and used in programs and activities for groups? Conversely, are persons in clinical situations using techniques, procedures, and approaches that have been effective in group situations?

- Despite written materials on and lip service to the importance of the learner and learning, the participant and taking part--as opposed to the teacher and teaching and the leader and leading--is this philosophy being incorporated and implemented in physical education, recreation, and related programs for impaired, disabled, and handicapped participants?

- Can the success of many of these programs and activities be attributed to putting the child back into childhood in an environment of fun and laughter where each one receives special attention, is made to feel important, and does things with meaning and significance to him?

Visits, Contacts, and Meetings Regarding the Information and Research Utilization Center in Physical Education and Recreation for the Handicapped
March 30, 1973 - June 29, 1973

April

9 - Special interview and broadcast, WGTS Radio, Takoma Park, Maryland

11 - 17 - AAHPER National Convention, Minneapolis, Minnesota

14 - Advisory Committee Meeting, Minneapolis, Minnesota

20 - 21 - Perceptual-Motor Symposium, Jackson, Mississippi

24 - 27 - CEC National Convention, Dallas, Texas

May

3 - 4 - President's Committee on Employment of the Handicapped National Convention, Washington, D.C.

Committee on Recreation and Leisure, President's Committee on Employment of the Handicapped, Washington, D.C.

8 - Cooperative School, Vienna, Virginia

10 - Illinois Instructional Materials Center, Springfield, Illinois

North Shore Suburban Recreation Association Annual Dinner, Highland Park, Illinois

11 - Wisconsin Instructional Materials Center, Madison, Wisconsin

15 - 18 - Fourth Western Regional Conference, on Physical Education, Special Education, and Recreation for Mentally, Physically, and Neurologically Handicapped, Tucson, Arizona

22 - New Jersey Association for Retarded Children and New Jersey Recreation and Parks Association Workshop on Recreation for the Handicapped, Madison, New Jersey

24 - Committee on Recreation and Leisure, President's Committee on Employment of the Handicapped, Washington, D.C.

25 - 26 - Advisory Committee meeting, Washington, D.C.

June

1 - Meeting with Dave Park and Jerry Hitzhusen, National Therapeutic Recreation Society, Washington, D.C.

June

5 - Camp Shriver, Rockville, Maryland pre-service workshop and orientation

8 - Meeting with Dave Park and Jerry Hitzhusen, National Therapeutic Recreation Society, Arlington, Virginia

9 - Jefferson County, Colorado, Workshop on Physical Education, Recreation, and Motor Development of Handicapped and Learning Disabled

15 - Camp Fraser, Great Falls, Virginia, pre-service workshop and orientation

18 - Fairfax County, Virginia, Special Workshop on Motor Development of Moderately Mentally Retarded Children

21 - Camp Shenandoah, Winchester, Virginia, pre-service workshop and orientation

25 - 26 - North Mississippi Retardation Center, Oxford, Mississippi, Workshop on Physical Education and Recreation for the Mentally Retarded

27 - Fairfax County, Virginia, Special Workshop on Motor Development of Moderately Mentally Retarded Children

28 - State University College of New York at Brockport, Brockport, New York, Special Seminar on Physical Education for the Handicapped

29 - Committee on Recreation and Leisure, President's Committee on Employment of the Handicapped, Washington, D.C.

Attachments

Forms

Articles	College/University	Programs
Audiovisual Materials	Curriculum Guide	Research/Demonstration Projects
Books	Program Description	Resource Persons

Abstract of

Guide to Information Resources: Programing for Persons with Handicapping Conditions Through Physical Education, Recreation, and Related Disciplines

Guidelines for Professional Preparation Programs for Personnel Involved in Physical Education and Recreation for the Handicapped

Operation Sports, Health, and Recreation Program

Competitive Athletic Programs for Impaired, Disabled, and Handicapped Persons

Physical Education Curriculum for the Mentally Retarded

Memorandum About

Mailing List
Physical Education for the Mentally Retarded
Coordinators State Surveys for IRUC
Follow-up of February 9, 1973 Communication
Additional Contacts

Information Sheet

Competitive Athletic Programs for Impaired, Disabled, and Handicapped Persons

Advisory Committee Communications -- Meeting, May 25-26, 1973 Agenda

Copies shared with: Advisory Committee
AAHPER Board of Directors
AAHPER Executive Staff and Unit Heads
AAHPER Task Force on Programs for the Handicapped
AAHPER Therapeutics Council Officers
AAHPER Adapted Physical Education Area Officers
AAHPER District Representative in Adapted Physical Education
Directors, Regional Special Education Instructional Materials Centers
Center Staff
William Hillman, Division of Training, BEH
Joel Burdin, Teacher Education, ERIC
Murray Howder, ERIC/LEASCO